



Strategy for Action Workbook Lakeland Community College, Ohio

A. Lakeland's Present

1. Distinctive organizational features

Lakeland Community College is a public institution of higher education dedicated to providing learning opportunities to the community it serves. The college strives to provide an environment for students that foster the development of social, political, aesthetic, and moral values. Lakeland is the first and only college in Ohio established by a vote of the people and is one of only six community colleges in the state supported by a local levy.

Foremost among Lakeland Community College's goals is the effort to provide the public with the highest quality education possible at an affordable price. The college invites students of all ages, backgrounds, locations, educational and economic levels to participate in college studies at Lakeland to increase their personal and intellectual development and to learn skills that will help them succeed in their careers and relationships. The college is committed to quality in its teaching and public functions. Lakeland provides opportunities for students to explore and pursue a course of studies that satisfies their short- and long-term educational goals. Faculty at Lakeland strive to make college education a positive experience for students and to stimulate in them the desire to learn more. The college offers a broad range of courses day and evening both during the week and on weekends in seeking to provide added convenience to commuters and working adults. Alternative course scheduling is also available through telecourses, teleclassroom courses, online classes, and weekend college.

Central to its philosophy of serving the community is the college's efforts to act as an educational institution that is highly responsive to the needs of community members. Lakeland Community College seeks to identify and meet trends in its courses, events, and services the community desires with programs that emphasize quality, availability, cost, and developmental merit.

As we enter the 21st century, Lakeland Community College recognizes that a Knowledge Economy is growing alongside, and transforming, the agricultural and manufacturing economies that dominated our community for the past 200 years. Success in the Knowledge Economy requires that individuals and communities engage in continuous learning activities, as well as work to create and sustain a culture of innovation in the community. The result will be a continuously improving quality of life.

As a Learning College of distinction, Lakeland embraces students as full partners in learning. To do so, the College is committed to offering as many learning opportunities as possible to meet the needs of diverse students. Lakeland also encourages the emergence of vibrant learning communities and other collaborative experiences that result in new ideas, understandings, and substantive changes in individual learners.

2. Scope of educational offerings

Lakeland Community College offers more than 60 programs of instruction and community services to fulfill its stated goals and objectives. The college's transfer programs emphasize the arts and sciences (the first two years of a traditional four-year college or university curriculum); the technical programs

prepare students for employment at paraprofessional levels; and the community learning programs strive to meet the needs of the college's service district through educationally related cultural and personal enrichment offerings. In addition, the Institute for Economic Advancement also provides customized training for area business and industry. The college offers five degrees: Associate of Arts, Associate of Science, Associate of Applied Business, Associate of Applied Science and Associate of Technical Studies. All degrees have been approved to be offered via distance learning.

Lakeland Community College's main campus is located in Kirtland, Ohio on 400 acres of rolling, wooded countryside 30 minutes from Cleveland, Ohio. Lakeland offers credit and non-credit courses at three off-site centers located in Madison, Painesville and Willowick.

3. Students

Lakeland's student population during Fall semester of 2006 was 8,491 with a FTE of 5,146. The average age of a Lakeland student is 27, but the college has students ranging in age from 15 year-olds participating in the Post Secondary Education Option to those in their 80's taking credit and non-credit courses.

4. Collaborative or partnership arrangements

Cleveland State University provides courses on Lakeland's campus so that students can complete a Bachelor's degree without traveling to downtown Cleveland. Currently, four areas of study are available on the Kirtland campus.

Lakeland maintains articulation agreements with over 50 colleges and universities and also works with several public entities to provide educational opportunities for their employees.

Lakeland offers the Associate of Arts degree in the online format to Progressive Insurance Corporation's employees. Those employees are encouraged to complete the BBA with Cleveland State University.

5. Faculty and staff

Lakeland has a full-time faculty of 134 and a part-time faculty of approximately 600.

The negotiating unit for full-time faculty is the Lakeland Faculty Association. Lakeland's full and part-time staff and administrators number more than 300. Lakeland faculty and staff play an important role in campus governance.

6. Three operational environment requirements

Lakeland's main campus in Kirtland contains eleven buildings on 400 acres. There is a master plan to maintain and develop resources to enhance educational offerings.

The next major construction project will begin in December 2007 and is the renovation of areas of A Building to create a Center for Teaching and Learning Innovation and a new space for part-time faculty, much needed conference rooms and gathering areas for faculty and staff.

Lakeland Community College was reaccredited by the Higher Learning Commission of the North Central Association in 2000 and is in the final stages of implementing a new program to assess general education objectives.

7. Three important competitors

Cuyahoga Community College is a three-campus public community college whose Eastern Campus is located 20 minutes from Lakeland.

Auburn Career Center offers technical and career programming for high school students as well as adult students.. It is located 15 miles from Lakeland.

Cleveland State University is the major state university closest to Lakeland. Cleveland State has several satellite locations throughout northeastern Ohio, including one at Lakeland.

8. Three important opportunities and three critical vulnerabilities

Opportunities:

- Only 21% of adults in Lake County have earned college degrees.
- By working closely with high schools, Lakeland can help to facilitate K-16 educational offerings in the state of Ohio.
- Lakeland can be a vehicle for the economic development of Lake County.

Vulnerabilities:

- The diminishing number of high school graduates in our recruitment area.
- The college's physical plant is aging.
- Challenges of the state and regional environment, particularly decreased funding and mandated tuition caps for post-secondary education.

B. Lakeland's Future

1. Three chronic frustrations

- The growing problem of students with inadequate reading and writing levels for college-level work.
- Effective communication of the decision-making process and the opportunity for employees to provide input into critical decisions.
- The ever-increasing cost of technology coupled with the faculty's desire to utilize the most current technology to enhance teaching and learning effectiveness.

2. Three elements of your shared vision

- Lakeland's core purpose is to impact lives through learning. Through AQIP we will improve learning for current stakeholders and will serve new populations.
- The college's mission is to provide quality learning opportunities to meet the social and economic needs of the community. AQIP will facilitate quality learning opportunities for all constituents with increased recognition in the state as a leader in education.

- The AQIP process will become the strategic planning process, resulting in a culture of continuous quality improvement.

3. Three most critical Principles of High Performance Organizations

Based on the Constellation Survey, the Principles of High Performance Organizations that require attention at Lakeland include:

- Agility - changing how the college approaches its strategic planning process so that numerous stakeholders are involved in determining priorities, measurable goals are set with an established timeline and results are communicated.
- Foresight - this dovetails with agility; stakeholders will become invested because they see the process results in change; stakeholders will be increasingly forward-thinking.
- Information - the college must plan and make decisions based on valid data; a process for decision-making will occur and this will be communicated to stakeholders.

4. Three to four tentative Action Project ideas; titles (up to 10 words) and descriptions

Technology:

Development of a Smart Campus Master Plan to guarantee that students, faculty and staff have and know how to use the most effective technological resources.

Recruitment, Enrollment and Retention:

A pilot project involving 10% of Lakeland's entering class for Fall 2007 to help them cope effectively with one or more risk factors.

Funding:

To foster a culture of grant development by instituting an annual process for submitting needs for external funding.

Assessment and Placement:

To improve assessment of students' basic skills to improve course placement and student success.

Action Project Worksheet Name of Institution, State	<i>Challenging</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Easy</i>
	<i>Complex</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Simple</i>
	<i>High Payoff</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Low</i>
Action Project Idea # 1: Standardizing the process of assessing students' basic skills and course placement							
AQIP Criterion to which this primarily relates: Helping students learn							
Briefly describe what you would like this project to accomplish. This project will examine and improve current assessment and placement processes in order to ensure that there is accurate assessment of students' basic skills (math, reading, writing, and computer/technology). This project will also identify additional measures that could be used to assist in accurate course placement (e.g., self-report data on prior academic performance, writing sample, consultation with content faculty, etc.)							
Where did the idea or stimulus for this project originate? Concerns about students' basic skills, particularly in reading and writing, emerged from the various forums of the Vital Focus needs assessment. There is particular concern about high attrition in courses that are reading-intensive. Faculty feel strongly that students who are underprepared in reading, writing, mathematics, or computer skills should receive remedial instruction to ensure that they have a greater chance of success in subsequent and future coursework.							
Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How? Accurate assessment and placement would increase the probability of student success in their first semester coursework. This would save students time and money and contribute to their overall satisfaction with Lakeland Community College (LCC).							
How would doing this project allow you to better meet your employees' needs? Which, specifically? Faculty would be able to focus on teaching and learning in their classroom if they had confidence that students had the basic academic skills to succeed in their class. This would assist faculty in maintaining high academic standards. In addition, Counselors would feel more confident to advise and recommend appropriate coursework, including remedial coursework, if the assessment process was standardized and improved.							
How would accomplishing this project change or affect your institution's culture? Accomplishing this project demonstrates that LCC is fulfilling its moral and ethical responsibilities to ensure that students beginning their college career are placed in the appropriate courses that align with their academic abilities.							
What leadership and employee enthusiasm and support is there for doing this project now? There is strong support and leadership among Lakeland faculty and staff to improve student learning. There is strong administrative support for processes that will increase student retention and student satisfaction.							

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	<i>High Payoff</i> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <i>Low</i>
Action Project idea # 2: Grant Action Plan--- Funding the "G.A.P."	
AQIP Criterion to which this primarily relates: Supporting Institutional Operations	
Briefly describe what you would like this project to accomplish. To develop a culture of grant development by instituting an annual process for submitting needs for external funding, thereby increasing external grant seeking.	
Where did the idea or stimulus for this project originate? Constellation Survey comments, Conversation Day, Town Hall meetings and Gallery Walk	
Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How? Projects funded will positively impact student learning as well as campus-wide priorities and goals.	
How would doing this project allow you to better meet your employees' needs? Which, specifically? Faculty/staff/administrators do not believe that they have adequate resources, expertise or incentives to develop funding proposals. Developing and implementing a structure will provide these resources (e.g., grant writer) and incentives (e.g., release time, compensation).	
How would accomplishing this project change or affect your institution's culture? Will provide education, confidence and greater ownership over the grant process from inception to grant closure. With successful grant procurement, it will encourage faculty and administrators to be actively seeking external funding.	
What leadership and employee enthusiasm and support is there for doing this project now? Faculty and staff recognize the increasing need for external resources to meet internal needs. However, the vast majority are unfamiliar with the external funding environment.	

Action Project Worksheet Lakeland Community College, Ohio, USA	<i>Challenging</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Easy</i>
	<i>Complex</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Simple</i>
	<i>High Payoff</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Low Payoff</i>

Action Project idea # 3: Student Success at Lakeland ("SS Lakeland")

AQIP Criterion to which this primarily relates: Helping Students Learn

Briefly describe what you would like this project to accomplish.

The emphasis of the Student Success at Lakeland action project involves the processes of student recruitment/enrollment retention. Statistics show that 70 percent of students who first enrolled in community colleges had at least one risk factor, and 50 percent had two or more risk factors. Risk factors for student success include: 1) delayed enrollment (students 25 & over), 2) no high school diploma, 3) part-time attendance, 4) limited financial resources, 5) one or more children, 6) single parent, and 7) working full-time. In light of these statistics, the "SS Lakeland" pilot project will focus on facilitating the success of students who are extraordinarily at risk upon entering college through a formally structured program that includes orientation, advising/counseling, monitoring, and developing a sense of community. A cohort group comprised of 10 percent of entering freshman (as of fall semester 2007) who have at least one at-risk factor will be formed on a voluntary basis to comprise the pilot group. Incentives to participate in the pilot project may include free textbooks, scholarships, and child care.

Where did the idea or stimulus for this project originate?

The stimulus behind this action project results from a number of provocative proposals identified by the college community under various themes of student recruitment/enrollment retention. The community college accepts all students, regardless of a student's level of academic preparation.

Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?

The goals of this student recruitment/enrollment retention action project have the primary focus of helping students succeed. Based on the results of this pilot program, this will help determine the required processes and procedures that the college may mandate for all entering freshmen.

How would doing this project allow you to better meet your employees' needs? Which, specifically?

Faculty will benefit from students who participate in the Student Success at Lakeland pilot program because these students will be better prepared for academic performance, classroom participation and social development.

How would accomplishing this project change or affect your institution's culture?

The goals of the Student Success at Lakeland action project have the primary focus of helping students learn. Learning communities are one of the promising intervention strategies. One of the college's major goals is to strengthen our culture of assessment for continuous improvement, to develop new and improve existing strategies to support student success, and to develop an integrated enrollment management strategy.

What leadership and employee enthusiasm and support is there for doing this project now?

Strong support from the president, administration and faculty to initiate new programs for at-risk students as evidenced by the SMART program and Ladders to Lakeland program.

Action Project Worksheet Lakeland Community College	<i>Challenging</i>	x	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Easy</i>
	<i>Complex</i>	<input type="radio"/>	x	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Simple</i>
	<i>High Payoff</i>	x	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Low</i>

Action Project idea # 4: Smart Campus Master Plan Development

AQIP Criterion to which this primarily relates: Understanding Students' & Other Stakeholders' Needs

Briefly describe what you would like this project to accomplish.

This project will develop a roadmap for upgrading, transforming, and enhancing the technology in and behind the classroom. The college will research and evaluate technology to see how its use will enhance student learning at Lakeland. The plan will identify our "pinching shoes" and "low hanging fruit" in order to prioritize our efforts and resources. Components of the plan will include, but not be limited to, professional development, equipment upgrading and replacement schedule, infrastructure, classroom environment, and technology life cycle support.

Where did the idea or stimulus for this project originate?

The entire college community identified issues regarding technology as the first and third most important priorities on our AQIP voting results. During the Action Plan Retreat, two committees charged to discuss these results merged because of overlapping concerns and wide-ranging issues.

Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?

Upon completion of this project, the best way to accommodate the technology needs of the college will be identified and prioritized. The Smart Campus Master Plan will serve to direct the college in a systematic way and develop a culture of assessing and addressing technology needs of students, administration, faculty, and staff.

How would doing this project allow you to better meet your employees' needs? Which, specifically?

The Smart Campus Master Plan will begin an ongoing process that addresses the technology needs of the college. As technology needs change over time, the plan will be revised to accommodate the changes. For example, the college library's technology needs will be assessed, a plan to address the needs will be developed, and implementation will begin in accordance with its priority within the plan.

How would accomplishing this project change or affect your institution's culture?

The project will help to coordinate and integrate the process of planning technology improvements into the college culture. This will result in improved student learning and alleviate the identified chronic technology frustrations. This project will provide the basis for a paradigm shift in the teaching and learning process at the college.

What leadership and employee enthusiasm and support is there for doing this project now?

The results of our college's vote on the AQIP major priorities clearly indicated the need to address a wide variety of technology issues as soon as possible. An Action Project Team will be established to manage the project. Upon completion of the project, the college will use the results to begin an ongoing process of producing a technologically smart campus.